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| Geography KS2 REACH overview |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
|  | **Autumn -** Villages, towns and cities | **Autumn –** Rivers  | **Autumn –** Slums (Europe) | **Autumn – Population** |
| Knowledge | * Where are the worlds people?
* What is a settlement?
* What affects where people live?
* How are settlements shaped?
* What makes up a city?
* How are cities and villages different places to live?
 | * What are the world’s rivers?
* How do rivers shape the land?
* What landforms can create a river?
* Why are rivers important to people?
* What happens when a river floods?
 | * What is a slum?
* Why do slums develop?
* How are Rocinha and Dharavi similar and different?
* What challenges do people face living in slums?
* How can life in the slums be improved?
* How can crime be tackled in slums?
 | * Where are all the people?
* Why does population change?
* What is a population pyramid?
* What challenges can a growing population present?
* How do we feed the planet?
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| Skills | * They can describe the main features of a village.
* They can describe the main physical differences between cities and villages.
* They can explain why people may choose to live in a villages rather than a city.
* They can explain why a place is like it is.
* They can explain why people are attracted to live in cities.
 | * They can explain why main cities of the world are situated by rivers.
* They can use maps and atlases appropriately by using contents and indexes.
* They can locate and name some of the main islands that surround the UK.
* They can carry out a survey to discover features of cities and villages.
* They can locate the Tropic of Cancer and the Tropic of Capricorn.
* They can label the same features on an areal photograph as on a map.
 | * They can locate and name the main countries in South America on a world map and atlas.
* They can explain how a location fits into a wider geographical location; with reference to human and economical features.
* They can give extended descriptions of the physical features of different places around the world.
* They can collect information about a place and use it in a report.
* They can describe how some places are similar and others are different in relation to their human features.
 | * They can make careful measurements and use the data.
* They can collect information about a place and use it in a report.
* They can describe how some places are similar and others are different in relation to their human features.
* They can explain what a place might be like in the future, taking account of issues impacting on human features.
* They can use maps, aerial photos, plans and web resources to describe what a locality.might be like.
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| Vocabulary  | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**SettlementVillage Town City Population density DistributionPopulationEmploymentLeisureAdvantage Disadvantage Hunter-gathererNomadic people Land-use | **Tier 1 – Blue** **Tier 2 - Green****Tier 3 - Red**RiverLandscapeLakeSeaOceanSourceMouthErosionTransportationSedimentDepositionRiverbedRiver BanksLandformTributary | **Tier 1 – Blue** **Tier 2 - Green****Tier 3 - Red**Slum SettlementDensely populated InhabitantUrbanisationUrban Rural MigrationPush factorsPull factorsServicesInequality Quality of lifeStandard of living | **Tier 1 – Blue** **Tier 2 - Green****Tier 3 - Red**Birth rate Death rateInfant mortality rateNatural increaseNatural decreaseLife expectancy Inequality PopulationMigrationPopulation densityPopulation distributionRural areaUrban areaSparsely populatedDensely populated |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
|  | **Spring** – Mountains and Earthquakes | **Spring** – Migration | **Spring** – Biomes | **Spring** – Globalisation |
| Knowledge | * What is earth made of?
* What are fold mountains?
* How are volcanoes formed?
* How does an earthquake occur?
* What happens when a volcano erupts?
* What happens when an earthquake occurs?
 | * What is migration?
* How do migrants vary?
* How does migration affect people and places?
* What is economic migration?
* What is a refugee?
* How will climate change affect migration?
 | * What are the Earths biomes?
* What affects an ecosystem?
* What is the tundra?
* What is the taiga?
* What is the Savanna?
* How are biomes being damaged?
 | * What is globalisation?
* How has globalisation changed the way we communicate?
* How does globalisation affect trade?
* What does globalisation have to do with fashion?
* What does globalisation have to do with food?
* Where will globalisation lead us?
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| Skills | * Children can describe how volcanoes are created.
* They can describe how earthquakes are created.
* They can locate and name some of the most famous volcanoes.
* They can describe how volcanoes have an impact on peoples lives.
 | * They can identify key features of a locality by using a map.
* They can use geographical words to describe a place and the events that happen there.
* They can name up to six cities in the UK and locate them on a map.
* They can explain how the lives of people living in Western Asia would be different from their own.
* They can explain why climate change has an effect on people moving.
* They can think about the distance and time between two countries.
 | * Understand geographical similarities and differences through the study of key cities linked with current world issues.
* Children can say where the Tropic of Cancer and the tropic of Capricorn is on a world map.
* Children can record how different biomes affect living conditions.
* They can explain how a location fits into its wider geographical location; with reference to physical features.
* They can map land use.
* Children can locate the Arctic circle.
 | * They can give extended descriptions of the physical features of different places around the world.
* They can give an extended description of the human features of different places around the world.
* They can description how some places are similar and others are different in relation to their physical features.
* They can explain why globalisation affects trade.
* They can use maps, areal photos, plans and web resources to describe what a locality might be like.
* They can name the largest trades in the world and give advantages and disadvantages of these.
* They can explain why globalisation has helped some industries.
* They can map land use with their own criteria.
* They can identify what speed and scale is and how this affects trading with other countries.
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| Vocabulary  | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**Magma Tectonic platesPlate margin Mountain rangeFold mountain Volcano EarthquakeTsunami | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**MigrationMigrantSource countryHost countryPush factorsPull factorEconomic migrantInternational; migrantEmploymentRefugeeAsylum seekerPersecutionClimate change | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**BiomeEcosystemClimateDeciduousDormantEquatorFaunaFloraLatitudeTemperatureTropicsDeforestation  | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**GlobalisationImportsExportsTradeInternational TradePoliticsCultureCulturalTechnologyEconomyEconomicUnsustainableGDPRevenue TNC |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
|  | **Summer** – Water, weather and climate | **Summer** – Natural resources in Northern Chile | **Summer** – Energy and sustainability | **Summer** – Local fieldwork |
| Knowledge | * What is Earths water?
* What makes up for the weather?
* Why does it rain?
* Why does the UK have wild weather?
* What is the reason for the seasons?
* Why is the world’s weather changing?
 | * What are the world’s natural resources?
* How has the use of natural resources changed?
* What resources does Chile have?
* What resources does the UK have?
* How does resource exploitation cause problem?
* What is the circular economy?
 | * What is sustainability?
* How do we produce energy? (2 Lessons)
* What is special about Curitiba?
* What is special about Freiburg?
* What does the future hold?
 | * Why do fieldwork?
* What tools do geographers use? (2 lessons)
* How do geographers collect data?
* How do geographers present their data?
* What do geographers do with their data?
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| Skills | * They can explain how the water cycle works.
* They are aware of different weather in different parts of the world especially Europe.
* They can accurately measure and collect information (rainfall, temperature, windspeed noise, levels).
* They can begin to use 4 figure references.
* They can accurately plot North, East, South and West on a map.
 | * Children can confidently describe physical features in a locality.
* They can explain how a locality has changed over time with reference to human features.
* They can find different views about an environmental issue. What is their view?
* They can suggest different ways that a locality could be changed and improved.
* They can name a number of countries in the Northern Hemisphere.
 | * Expand map skills to include non-UK countries.
* Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings.
* They can map land use.
 | * They can choose the best way to collect information needed and decide the most appropriate unit of measure.
* They can use OS maps to answer questions.
* They can accurately use a 4 figure grid reference and a 6 figure grid reference.
* They can create a sketch map when carrying out a field study.
* They can choose the best way to collect information needed and decide the most appropriate units of measure.
* They can confidently explain scale and use maps with a range of scales.
* They can recognise key symbols used on ordinance survey maps.
* They can make detailed sketches and plans, improving their accuracy later.
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| Vocabulary  | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**WeatherClimateAtmosphereEvaporationCondensationTranspirationPrecipitationSurface runoffGroundwaterLakeStreamRiverInfiltrationTemperature | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**Natural resources Exhaustible/non-renewableConsumptionAbundanceScarcityFossil fuelsRenewable ExtractionMining | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**Sustainable UnsustainableRenewable energyNon-renewable energyFossil fuelsPivotalDevelopmentAbodeEconomicUnprecedentedBiodegradableControversialTechnology | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**FieldworkPrimary dataSecondary dataQuantitative dataQualitive dataAnalysisConclusionEvaluationAccuracyReliabilityBiasCorrelation |
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